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ABSTRACT

This bulletin, a companion piece to that described in TM 000 112, describes the role of the Commission on Secondary Schools in the development of standards and the formulation of accreditation procedures aimed at improving the schools of the South. It delineates the broad principles and standards required for accreditation and indicates the evaluation approach required of the school for securing membership in the Southern Association of Colleges and Schools. Nine basic principles are set forth, accompanied by a variety of standards for their implementation. The principles cover such matters as democratization of administrative matters, the foundation of the school's program in the needs and aspirations of those it serves, analysis and selective use of community resource, adequate program organization and personnel for all aspects of the school system, suitable environment, proper physical facilities, satisfactory budgetary and funding procedures, and experimental programs aimed at general improvement. (LR)

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STANDARDS

for

SECONDARY SCHOOLS

Southern Association of Colleges and Schools

TM 000 113

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IMPORTANT

In actions taken at the 1968 annual meeting of the Secondary School Delegate Assembly, four changes were made in the *Standards for Secondary Schools* in order to correct editorial or printing errors. These corrections should be noted in the accompanying document. The corrections also have been provided for in the current official PROCEEDINGS of the Association. Member principals are hereby advised of the corrections as follows:

Page 13, Principle E, Standard 1. The word "school" is to be inserted in the second sentence to precede the word "administration." The corrected sentence then should read, "Further, he shall have earned at least 15 semester hours of graduate credit with emphasis on school administration and supervision either as a part of the master's program or in addition thereto."

Page 14, Principle E, Standard 2 (a). The two following sentences should be added to this section.

> Seven hundred and fifty (750) is the maximum acceptable number of pupil periods per week. Justification of academic classes in excess of thirty-five (35) must be reported to the State Committee in writing.

Page 16, Principle F, Standard 2. The final sentence and the footnote are to be deleted.

Page 20, Principle I, Standard 1. The sentence in parentheses should read, "Forms for outlining of proposed studies may be obtained from the office of the State Chairman."

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1968-1969

STANDARDS

for SECONDARY SCHOOLS

Commission on Secondary Schools

a publication of the

Southern Association
of
Colleges and Schools

795 PEACHTREE STREET, N.E.
ATLANTA, GEORGIA 30308

Standards of the Commission on Secondary Schools

Aims of the Association

The Southern region has been characterized by a strong interest in education and by the belief that education not only should be concerned continuously with the changing needs of its people but that it has a vital role to play in improving the human condition. The Southern Association of Colleges and Schools — originally known as the Association of Colleges and Secondary Schools of the Southern States — reflects this point of view and has played a major role in its ultimate realization. Organized in 1895 for the specific purposes of improving educational conditions and of bringing about closer relationships between schools and colleges, it soon came to feel that these might be achieved best by the accreditative process and, in the early years, devoted much of its energy to devising standards and inspecting institutions. The machinery by means of which this primary function of accreditation could be exercised came with the creation of its two accrediting Commissions — Secondary in 1912 and Higher Education in 1917 — but, as these Commissions gained stature and maturity, a broader view of educational leadership emerged. This broader view has led the Commissions, and the Association, to devote more and more of their energies and resources to programs of educational improvement, to research, and to studies of the social, scientific, and economic factors that affect the region. By holding consistently to the goals of identifying the better educational institutions of the South and of working constantly to encourage and assist them to become better, the Association has exerted great influence throughout the region and has contributed much to its enhancement.

Accreditation Principles, Policies, Procedures, and Criteria of the Commission on Secondary Schools

Purpose of Accreditation

The Charter of the Southern Association places final responsibility for developing standards for, and the accrediting of, secondary schools on the Commission on Secondary Schools and its Delegate Assembly. The Commission, in full accord with the point of view expressed earlier, takes the position that the chief purpose of accreditation should be the stimulation of improvement in the schools through varied means of which the enforcement of minimum standards is only one. Efforts of members of the Commission, therefore, primarily are directed toward the development of standards and accrediting procedures which it is assumed will contribute to the continuous improvement of schools. With the accelerating nature of change in our culture today, this purpose partakes of a sense of urgency and would seem to suggest major focus on the critical areas of professional staff improvement and full utilization of staff and physical facilities.

Principles of Accreditation

The Commission observes the following principles in its accreditation of schools:

1. A school should be evaluated in terms of its functions and purposes.
2. Both quantitative and qualitative criteria should be used in accrediting a school.
3. Standards should be used as a means of implementing the principles controlling the school's functions, purposes, and improvements.
4. Standards and procedures for the accreditation of schools should be developed cooperatively by all concerned.
5. A school's effectiveness should be judged by the extent to which it meets the needs of the people served.

6. Standards of accrediting should be sufficiently comprehensive to stimulate each school toward the achievement of its purposes.
7. The accreditation of a school should be based upon its composite program and the facilities and staff it requires.
8. The accreditation of a school should depend not only upon its status on a given date but also upon the progress it makes between two dates.
9. Accreditation should become one significant means of enabling teachers and administrators to look upon their work as a full-time vocation, calling for their maximal growth and development as professional persons.
10. The extent to which the school's physical facilities are utilized maximally and to which it avails itself of all opportunities to serve the educational needs of its community should be considered fully in accreditation.

Policies of Accreditation

The Commission's accreditation of schools is done in accordance with the following policies:

1. A secondary school which is located in a state or area over which the Southern Association of Colleges and Schools has jurisdiction is eligible to make application for accreditation by this Association, provided the application is presented through the Association's state committee and is supported by the report of results of inspection of the school's program.
2. A school may be advised, warned, placed on probation, or dropped from the list of accredited schools for failure to conform satisfactorily to the Commission's standards, or for failure to show a reasonable amount of progress since the preceding report, depending upon the nature, extent, or duration of the deficiency.
3. *Membership in the Southern Association should not be acquired or retained if, as a consequence, other schools in the same administrative unit are handicapped in achieving their purpose.*

4. Member senior high schools participating in inter-school athletics or other inter-school activities shall be members of, or be eligible for membership in, their appropriate state or regional organization. Inter-school activities in all member schools shall be under the control of the principals of those schools.

5. Each school seeking admission to the Association must conduct a self-study program using the *Evaluative Criteria.* After admission each school is expected to carry on a continuous program of school improvement to be reported to the State Committee annually. Once each five years the member school is required to submit to the State Committee a detailed written report based upon the complete report form. Once each ten years the school will conduct a self-study based upon the *Evaluative Criteria* and a committee representing the state committee will visit the school for an on-the-scene re-evaluation. The state committee may at any time it deems advisable require a re-evaluation by a visiting committee.

6. An application is required annually from each member school. Complete reports are required of all member schools once each five years. For each of the four intervening years, schools must submit reports showing changes that have taken place since the last complete report was made. A school seeking initial accreditation shall make application on the complete report form. Applications and reports must be filed with the chairman of the state committee before October 15 each year, and must be accompanied by the school's annual dues.

Accreditation Procedures

Assessment of the level of quality and excellence of any organization, process, or service is the central purpose of evaluation. In the case of school evaluation or accreditation, sound determination of quality or excellence can be achieved only in terms of criteria that indicate whether or not the school's operations and accomplishments are in conformity with acceptable purposes.

School evaluation and accreditation, as has been pointed out,

are assumed in the Southern Association to be significant measures by means of which stimulation of improvement in its member institutions may be fostered. Membership in such an association, made up of schools with kindred goals, thus constitutes an important step widely regarded as valuable in assisting schools to move toward higher degrees of quality and excellence.

There is general agreement that a first step in school evaluation and accreditation involves concise determination and statement of the school's purpose. Once this purpose is defined, it then is possible to select criteria which are indicative of the soundness of the school's operations and accomplishments. Thus the responsibilities of each school include: defining its purposes within the matrix of state, regional, and national purposes; selecting criteria in terms of which its operations and accomplishments can be judged; reexamining, from time to time, its purpose, goals, programs, accomplishments and setting; and, if there be need, establishing new purposes, goals, and programs. Acceptance of membership in the Southern Association of Colleges and Schools carries, therefore, the implied responsibility for conducting a continuous program of evaluation directed toward improved quality. It also carries the additional responsibility of reporting to the Association, through its state committees, such accounts, information, and data as will demonstrate that the institution merits membership status.

The members of the Commission on Secondary Schools within a state constitute the State Committee. These State Committees are responsible for initiating recommendations and making many decisions relative to the standing of member schools. Because they are in a much better position than any other group in the Association to judge the merits or demerits of the schools in their respective states, the Commission delegates to them wide discretionary power in applying the instruments of evaluation and accreditation. For example, where they find a deficiency in one field is more than compensated for by superior strength in other fields, they have authority to recommend such a school to the Commission and the Delegate Assembly.

This kind of responsibility affords an excellent opportunity for the State Committees to exercise effective educational leadership. This includes such matters as working directly and intimately with schools in encouraging and stimulating progress; promoting condi-

tions that will enable member schools to meet satisfactorily the requirements of the Association; and assisting non-member schools in attaining membership. It is a paramount duty, therefore, of the State Committees to maintain close relationships with the schools within each state by visitation, by conferences with administrators and faculties, and by frequent exchange of ideas and materials dealing with the Association and member schools.

Thus these key agencies of the Commission not only are responsible for reviewing the annual applications of schools, making recommendation to the Central Reviewing Committees of the Commission concerning these institutions and on any other matters of vital interest to the schools of the state, but also are the source of leadership at the state and regional levels. Evaluation and accreditation procedures are directly under their supervision and it is they who first determine the readiness of an instiution for the study, its worthiness to hold membership, and the extent to which a member institution continues to make acceptable progress.

Criteria of Accreditation

The degree of excellence which a school shall attain to hold membership in the Association is determined by measuring its program in terms of a general purpose deemed sound for schools of the Southern Region and in terms of certain requirements which the Commission holds to be necessary if this purpose is to be accomplished. The school's purpose, together with the criteria and standards related to its accomplishment, become the criteria in terms of which the excellence of the school is judged and accreditation granted.

A School's Purpose and Means of Its Achievement

The purpose of a school is to promote the development of the individual for personal, social, and economic living as a participating member of a democratic society. This general purpose includes the following:

Growth in understanding of, and in readiness to assume the rights and duties inherent in membership in a democratic society.

Understanding and appreciation of the social heritage and

an acceptance of responsibility for evaluating and contributing to it.

Formulation and practice by the individual of moral and ethical values which will serve as guides to desirable conduct in personal, family, and community living.

Acquisition and maintenance of good physical, mental, and emotional health.

Maturation of intellectual abilities and processes, including self-direction, critical thinking, and problem solving.

Development of an appreciation of aesthetic values.

Growth in creative ability and in the use of media of communication such as speech, reading, writing, and mathematics.

Development of economic and vocational competency.

Principles and Standards

PRINCIPLE A: The school's processes of administration and supervision, the pattern of its program, and the relationships of those engaged in the program should conform to democratic principles.

STANDARDS:

1. The governing board responsible for the formulation and statement of the policies that control a school's program and operation shall be representative of the community or clientele served by the school and, in its formulation of policy, shall reflect the thinking and needs of such group. The governing board shall develop and keep current a written statement of policy which shall be readily available to staff and public.

2. The board's policies and procedures shall be such as will assure the observance of professional ethics and will attract and retain competent professional personnel and will promote the professional development of all personnel. Political interference in the administration of schools shall be considered a violation of this standard and upon sufficient evidence of such violation, the school shall be dropped by the Association.

3. The governing board shall delegate executive and administrative functions, including recommending of staff personnel, to the chief administrative school officer.

4. All activities including those commonly classified as extracurricular shall be controlled completely by the administration of the school or school personnel designated by the administration. This control shall include the handling of all finances, including expenditures for capital outlay; the purchase of equipment and supplies; and the employment of, and payment of salaries to, all personnel connected with the activity.

5. The pattern of the school's operation shall give evidence of

the acceptance of responsibility, of mutual respect for the rights of individuals, and of respect for the authority established through freedom in the exchange of ideas.

6. Provisions should be made for pupils, teachers, and parents to make contributions to the planning and operation of the school program.

PRINCIPLE B: The school's program should evolve from the educational needs and aspirations of the people served by the school and shall provide opportunity for personal growth and achievement.

STANDARDS:

1. Provision shall be made and procedures employed for determining the educational needs and interests of those served by the school.
2. The record of curricular changes shall reflect adjustments made with reference to the findings of studies to determine the educational needs of those served by the school.
3. The school program shall be consistent with its purposes and shall include areas of study and educational activities suited to the needs, interests, and abilities of those served by the school.
4. Each member school shall provide a program of guidance services designed to assist pupils in selecting appropriate educational activities, evaluating progress, making intelligent occupational choices, and selecting sound courses of action. The program shall be headed by a qualified staff member whose responsibilities shall include:
   (a) the development and maintenance of educational, occupational and other types of information needed by pupils in making intelligent choices
   (b) the development and administration of an adequate testing program, and the interpretation of test results to the faculty as indices of needed curriculum revisions
   (c) assistance to the faculty in the development, maintenance, and effective utilization of pupil personnel record

folders in the evaluation of pupil growth, in the proper placement of pupils in courses, and in planning curriculum revision

(d) planning group guidance activities with teachers on problems that are of common concern to all pupils

(e) counseling individual pupils who need special attention, and referring pupils whose guidance needs cannot be met in the school to appropriate agencies for securing the needed assistance.

5. The school's evaluation of the development of pupils, and its recognition of their achievement, shall include processes consistent with the school's purposes.

6. Each member school shall maintain adequate and functional records, easily accessible, and properly safeguarded. These records shall include:

(a) comprehensive pupil cumulative folders

(b) personnel records

(c) financial records of various pupil activities such as athletics, and clubs.

7. Adequate and appropriate types of teaching and learning materials and equipment for all areas of the school program shall be provided.

8. Each member school shall provide a library program of instructional materials service, adequate in quantity and quality to supply the instructional resources (printed and audio-visual) to assure opportunities for breadth and depth in learning necessary to develop the personal growth of those served by the school. The library materials shall include a basic book and periodical collection as recommended by state and national groups which state committees of the Commission on Secondary Schools recognize for this purpose. The school library shall be organized as a resource center of instructional materials for the entire educational program. The number and kind of library and reference books, periodicals, newspapers, pamphlets, instruction files, audio-visual equipment and materials, and other learning aids shall be adequate for the number of pupils and the

needs of instruction in all courses. The instructional materials services program shall be headed by a qualified librarian. The responsibilities of these services shall include:

(a) planning with teachers the use of the instructional materials center

(b) instructing pupils in the use of library materials and guiding their reading and research

(c) acquainting those served by the library with its collection and potential services and uses

(d) the acquisition, organization and cataloging of materials

(e) training and supervising the services of additional personnel needed to provide adequate instructional materials services.

PRINCIPLE C: Community resources (agencies, organizations, lay and professional personnel, and physical facilities) shall be analyzed and the appropriate ones used by the school in the accomplishment of its purposes.

STANDARDS:

1. The school's records shall include an analysis of the community's resources and an indication of those that can be used in the accomplishment of the purposes of the school.
2. Resources within the immediate community, and from outside the community so far as they can be made available for instruction, shall be utilized by the school in ways that reflect the school's alertness to the advantages of, and the community's cooperation in, their use in accomplishing the school's purpose.

PRINCIPLE D: The school's yearly calendar and daily schedule should be developed to provide for the activities and arrangements necessary to accomplish its purpose.

STANDARDS:

1. The yearly calendar and the daily schedule should be flexible so that varying time periods may be provided as the need arises. The daily schedule shall possess such flexibility as is

required to provide for various types of program activities including extra-curricular activities and opportunities for research, library usage, and individual study. Both the calendar and schedule should provide time for staff planning and evaluating the school's program and time for staff in-service growth activities.

2. The pupils' and teachers' daily schedule shall incorporate combinations of work, recreation and rest compatible with their individual requirements for mental, emotional and physical health. The classroom teacher's daily schedule shall include one or more periods unencumbered by instructional or supervisory responsibilities to provide time for planning, pupil conferences, preparation for effective teaching and attention to major program improvement. Exception may be made for teachers in trades and in other special classes recommended by the State Committee of the Southern Association.
3. The adjustments made in the school's calendar and schedule should reflect the efforts to meet the year-round needs of students served by the schools. The yearly calendar of 175 academic school days when pupils and teachers are engaged in a teaching-learning program is currently acceptable as a minimum. Extensions in the yearly calendar beyond state requirements are encouraged when such extensions are designed to promote further the achievement of the school's purpose.
4. The summer study offered by a member school shall be administered by administrative officers appointed by the school's Board of Control. It shall meet the instructional standards required of the school during the regular school year.
5. The amount of credit earned in summer school must be in conformity with policies of the state accrediting agency. However, a minimum of 120 hours shall be required for each Carnegie unit of credit earned. No student will be permitted to earn more than one and one-half units in a single summer.
6. Member schools shall not give credit for private tutoring.

7. Member schools shall not accept credits from a school which is not accredited by a regional or state accrediting agency except when validated by examination or by scholarship performance.
8. An adult or evening school giving standard high school credits must meet all the standards required of member schools and be administered by administrative officers appointed by the school's Board of Control.

PRINCIPLE E: Personnel should be provided in the amount and quality needed to provide the administrative, instructional materials, supervisory, guidance, clinical, health, lunchroom, custodial and other services required for effective operation of the school system.

STANDARDS:

1. The administrative head of the system (superintendent, president, etc.) and of the school (principal, headmaster, etc.) shall have earned a graduate degree from an institution approved by the Association or other regional accrediting agencies. Further, he shall have earned at least 15 semester hours of graduate credit with emphasis on administration and supervision either as a part of the master's program or in addition thereto. (An administrative head of a school or school system in office prior to the school year 1957-1958 who has served continuously in the same position will not be affected by the foregoing portions of this standard.) As a further requirement, each administrative person shall earn at least six (6) semester hours of graduate credit, or the equivalency as approved by his state committee, during each five (5) year period of employment until he shall have earned an additional thirty (30) semester hours of graduate credit above the master's degree or until he has reached age 60, whichever comes first. (The above requirement shall not apply to the administrative head of the system or the administrative head of the school who is in office prior to the school year 1968-69 and who continues to serve in that same position.) Beyond this point, each administrator is encouraged to continue his professional growth.

2. (a) Sufficient professional staff shall be assigned to a school to provide a maximum pupil-professional staff ratio for the school years 1968-69 and 1969-70 of 24:1. For the school years 1970-71 and 1971-72, this ratio shall be 23:1. Beginning with the school year 1972-73 and thereafter, the pupil-professional staff ratio shall be 22:1.

   (b) All members of the instructional staff shall have received a bachelor's degree from an institution approved by the Association or other regional accrediting agencies and shall have completed as a minimum, twelve (12) semester hours of professional study except that a beginning teacher may have a two year period in which to meet this twelve (12) semester hour standard. The teacher shall be required to have a certificate or college major in the field of work for which the teacher is responsible during a major portion of the school day. A teacher may work in areas other than the major field for a period of time that is less than the major portion of the school day provided that he has earned at least twelve (12) semester hours in each of such areas. Exception may be made for teachers in trades and in other special classes recommended by the State Committee of the Southern Association.

   (c) Each member of the instructional staff shall be required to earn at least six (6) semester hours of college credit during each five (5) year period of employment or the equivalency as approved by the State Committee until he has earned thirty (30) semester hours of graduate credit or until he has reached the age of 60, whichever comes first. These six semester hours or their equivalency shall be in those areas of work designed to increase the competency of the teacher in the area or grade level being taught. Beginning with the school year 1972-1973 and each school year thereafter, at least 25 per cent of the instructional staff shall have earned a master's degree or be engaged in a program leading to such a degree.

3. Secretarial and clerical help must be provided for any member school to the extent of at least one half-time person. A

school enrolling as many as 300 pupils must employ at least one full-time secretary. The equivalent of one half-time additional clerical and/or secretarial person for the administrative office must be employed for each additional 350 pupils.

4. Each member school shall provide at least one half-time librarian who has completed a minimum of twelve (12) semester hours of study in library science. A school with an enrollment of 300 or more pupils must provide the service of a full-time professionally qualified librarian. Schools enrolling as many as 1000 pupils must provide at least one professionally qualified instructional materials services assistant such as a librarian, an audio-visualist, or materials specialist. A school enrolling as many as 750 students must provide a full-time clerical assistant to make it possible for the professional instructional materials staff to perform their services efficiently. Additional staff should be added for schools with an enrollment of more than 1500.

5. (a) Each member school must provide at least one half-time professionally trained counselor.
   (b) Schools enrolling as many as 500 pupils must provide the services of the equivalent of one full-time professionally trained counselor. Such equivalency may not be distributed among more than two people.
   (c) For each additional 500 pupils or major fraction thereof, an additional full-time counselor or equivalent (as described above) shall be added.

6. Custodial services must be provided for all schools. Any school must have one full-time custodian who is experienced and trained or in training. The custodial staff shall be adequate to maintain the school plant and school grounds so that they are safe, clean, and attractive.

7. An administrative or supervisory assistant for at least one-half of the school day must be provided for the administrative head of any school with an enrollment of 500 to 750. Schools with an enrollment of more than 750 shall provide the administrative head with a full-time administrative or supervisory assistant.

PRINCIPLE F: The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, remuneration, living conditions, and status in the community, should be such as to contribute to the welfare, happiness, and growth of staff members.

STANDARDS:

1. The school shall recognize, in assigning teaching loads and devising teacher schedules, such factors as the number of classes taught, the number of preparations required, class size, total number of pupils taught daily, library and study hall duties, and the supervision of student activities. In no instance shall the teaching load or schedule exceed that specified by the official state accrediting authority.
2. The school's salary schedule should be so planned that the remuneration of the members of its staff will be commensurate to the importance of their services, and will be adequate to insure a standard of living comparable with the social and professional demands made on them. Salaries paid to superintendents of systems including member schools shall in every case be at a higher monthly and annual rate than that paid to the principal or other members of the administrative staff. Salaries paid to principals of member schools shall in every case be at a higher monthly and annual rate than that paid to any member of the faculty. Any reduction of the salary of a person in order to meet this standard will constitute a violation of the standard. A minimum annual salary of $4,500 for teachers and a minimum average salary of $5,500 are required with the beginning of the school year 1968-69. Beginning with the school year 1970-71, these figures shall be $5,100 and $6,000 respectively. [1]For the school years 1972-73 and thereafter, the minimum annual salary for teachers shall be $5,700 and the minimum average salary shall be $6,500.

[1]*Note: The School Delegate Assembly will be asked at the 1968 Annual Meeting to act on this part of Standard 2 because of an error at Dallas in handling this particular provision of the above standard.*

3. The policies of the school or school system shall make adequate provision for retirement, sick leave, and leave for professional study.

PRINCIPLE G: The school's physical plant and its operation should meet the needs and safeguard the welfare of those served by it; and should be designed to contribute to the achievement of the school's purpose and to facilitate expansion and modification as needs arise.

STANDARDS:

1. The school grounds and buildings shall facilitate an adequate educational program consistent with the school's purposes and the educational needs of its community.
2. The school plant shall provide for present activities, multiple use of rooms and floor space and for anticipated expansion and services.
3. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the arrangement of the corridors, water supply, school furniture, and methods of cleaning shall be such as to insure hygenic conditions and safety for both pupils and teachers.
4. The school plant shall include rooms properly arranged and equipped for such activities and programs as laboratory study, vocational programs, audio-visual education, fine and applied arts education, clinics, cafeterias, adult and physical education, and health programs.
5. The school's physical facilities shall include a library room or rooms, readily accessible to pupils, attractive in appearance, properly lighted, fitted with standard library equipment and with sufficient floor space to provide for 10% of the enrollment but not less than forty (40) pupils and with adequate space for storage, workroom, and for other areas appropriate to an instructional materials center.
6. The school's equipment shall include instructional materials, various types of audio-visual equipment and school supplies commensurate in kind, quality, and amount to the activities of its program. Audio-visual equipment should include an

adequate quantity of the following types of equipment properly balanced among 16mm motion pitcure sound projectors, film strip projectors, 8mm motion picture projectors, slide projectors, tape recorders, record players, overhead projectors, opaque projectors, microprojectors, radios, television sets, projector screens, etc., and an appropriate supply of audio-visual materials including films, filmstrips, slides, tapes, transparencies, records and transcriptions, charts, 3-D models, flat pictures and stereographs.

7. The school grounds shall be large enough to provide outdoor areas for physical education and recreation. The grounds shall be landscaped in a pleasing fashion.
8. The school plant shall receive care and maintenance such that the buildings and grounds shall be clean and orderly at all times.

PRINCIPLE H: There shall be evidence of financial support by the Board of Control sufficient in amount to promote achievement of the school's purpose. Approved budgetary procedures shall be followed in the administration of the school funds.

STANDARDS:

1. There shall be evidence that local responsibility for adequate financial support of the school is recognized and that reasonable effort is being made to meet this responsibility.
2. The records of all funds collected and disbursed in connection with the operation of any part of the school program must be kept in accurate and systematic form, properly safeguarded, and audited at appropriate intervals.
3. Money raising activities of pupils and teachers should be limited to those that have recognized educational value and should not be used primarily as a means of providing equipment, materials and services which are ordinarily financed by capital outlay or maintenance and operation funds.
4. A balanced program of expenditures for instructional materials shall be planned so that annual expenditures for various types of instructional materials and supplies shall be adequate to facilitate the maintenance of a quality pro-

gram of instruction in each of the subject areas included in the school's program of study.

5. The school shall provide or share travel or other expenses of the principal and staff members engaged in local, regional, or national projects and should consider partial financial support of staff members engaged in programs of formal study.

6. The school's budget shall include funds in adequate amounts for the purchase of library books, periodicals, supplies, and audio-visual materials (exclusive of equipment). The minimum annual expenditure for the purchase of library books, periodicals, library supplies, and audio-visual materials (exclusive of equipment) for any school shall be $350. An accredited school (except in the case of one newly constructed and consolidated with one or more accredited schools) must have a minimum of 600 useable and acceptable library volumes or not less than six (6) volumes per pupil, whichever is greater. By the school year 1970-1971, these figures would be 800 useable and acceptable library volumes or not less than eight (8) volumes per pupil, whichever is greater. By the school year 1975-1976, these figures would be 1,000 useable and acceptable library volumes or not less than ten (10) volumes per pupil, whichever is greater. In the case of the exception noted, such new schools shall have at least two books per pupil at their opening and shall add at least two books per pupil per year until the standard is met.

The following schedule is required as a minimum.

Enrollment	Expenditure Per Pupil
Up to 500	$2.50
501 - 1,000	$1,250 for the first 500 pupils and $2.00 per pupil above that number
1,001 and over	$2,250 for the first 1,000 pupils and $1.00 per pupil above that number

PRINICPLE I: Member schools are encouraged to carry on active experimental programs designed to improve the school.

STANDARDS:

1. Where experimental designs are at variance with the stand-

ards, the proposed study shall be presented to the State Committee for approval prior to the implementation of the experiment. (Forms for outlining of proposed studies may be obtained from the office of the Executive Secretary of the Commission on Secondary Schools.)

2. Reports of the results of experimental studies shall be filed with the annual report.